RESEARCH

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Post-Secondary Accessibility for Frontier Students

#83-06

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SUMMARY

The findings of this study reveal a number of important conclusions and implications concerning Frontier School Division students and post-secondary education.

Accessibility to Post-Secondary Education: It was concluded that financial and institutional barriers seldom hinder access to post-secondary education; theoretically, access is available to the majority of students. The crucial, and very real barriers are social and cultural factors.

Despite the barriers, ever increasing numbers of Frontier School Division students are completing high school and continuing on to post-secondary institutions. Assistance and information provided by people such as Frontier's Post-Secondary Student Adviser and Student Aid's Community Contact Officer are likely stimulating this trend. However, it was concluded that there remains a need for more information and counselling directed at students beginning no later than Grade 9. This would be of direct benefit to students. Potentially, its providers could play a highly influential role, as Frontier students perceive teachers and counsellors as having a considerable influence on their post-high school plans.

Post-secondary education is available to Frontier students. More and more are taking advantage of the opportunity. The question of growing importance is: what happens after they enter post-secondary institutions?

Participation in Post-Secondary Education: It was concluded that students from Frontier face a variety of unique problems when they enter post-secondary institutions. As most institutions are far from their home communities, students face personal, cultural and social adjustments. Data on academic achievement in the university setting suggest students face academic problems as well. Practical counselling supports are often insufficient or unavailable. These facts, coupled with the common expectation of students that their highest level of education will be "some college or university", spell short-term participation in post-secondary education.

Many students do not complete their programs. Consequently, the communities do not see positive or useful results arising from post-secondary participation. If this trend does not change, the trend to increasing interest in post-secondary options likely will.

A number of strategies designed to increase both post-secondary participation and retention rates are suggested. The central issue then becomes which strategies take priority. It should be noted that there is an inter-relationship between the two groups of suggested strategies. For example, some of those suggested to increase participation, (such as pre-college orientation programs and distance education), might also help to increase retention rates.

RÉSUMÉ

Les résultats de cette étude font ressortir un certain nombre de conclusions et d'implications importantes concernant les élèves de la Division scolaire Frontier et l'enseignement supérieur.

L'accessibilité à l'enseignement supérieur: On a conclu que les obstacles d'ordre financier ou causés par les établissements empêchent rarement les élèves à accéder à l'enseignement supérieur: un tel accès est théoriquement à la portée de la majorité des élèves. Les facteurs culturels et sociaux constituent vraiment les obstacles cruciaux.

En dépit des obstacles, les élèves de la Division scolaire Frontier terminent leurs études secondaires en nombre sans cesse croissant pour poursuivre leurs études dans des établissements postscolaires. Cette tendance est sans doute accélérée grâce à l'aide et aux renseignements donnés par des personnes telles que le Conseiller des élèves de Frontier en matière d'études postscolaires et par l'agent de liaison communautaire du Bureau de l'aide aux étudiants. Cependant, on a conclu à la nécessité de donner des renseignements et des conseils aux élèves dès la neuvième année. Cela profiterait directement aux élèves. Les personnes qui fournissent ces renseignements pourraient sans doute exercer une influence considérable car les élèves de Frontier estiment que les enseignants et les conseillers possèdent une grande influence sur leurs projets postscolaires.

L'enseignement postscolaire est ouvert à des élèves de Frontier sans cesse plus nombreux. La question d'importance grandissante qui se pose est celle-ci: qu'advient-il d'eux après leur entrée dans les établissements postscolaires?

La fréquentation des établissements postscolaires: On a conclu que les élèves de Frontier doivent faire face à une variété de problèmes uniques en leur genre lorsqu'ils entrent dans les établissements postscolaires. Étant donné que la plupart des établissements postscolaires sont éloignés de chez eux, les étudiants doivent faire face à des problèmes d'adaptation d'ordre personnel, culturel et social. Les données qu'on possède sur leur rendement à l'université suggèrent que les étudiants doivent faire face également à des problèmes concernant leurs études. Il y a peu de conseils pratiques à la disposition des étudiants ou il n'y en a pas du tout. Ces faits, qui viennent s'ajouter à l'opinion commune selon laquelle il n'est pas nécessaire de poursuivre trop avant ses études au collège ou à l'université, signifient que les études postscolaires ne durent pas longtemps.

Beaucoup d'étudiants ne terminent pas leurs études. En conséquence, on ne voit pas dans les communautés quels résultats positifs ou pratiques il existe dans la poursuite des études postscolaires. Si cette tendance ne change pas, c'est probablement la tendance à s'intéresser davantage aux options postscolaires qui changera.

Le rapport contient des suggestions pour accroître la fréquentation des établissements postscolaires et pour améliorer les taux de persévérance des étudiants. Le problème d'importance consiste alors à déterminer quelles sont les méthodes prioritaires à suivre.

A. Strategies suggested to increase post-secondary participation:

1. Counselling programs beginning no later than Grade 9 which provide students with the necessary information on post-secondary options and the required prerequisites. A systematic approach to this type of counselling could be developed by Frontier School Division for use in all schools, whether or not they have designated "counsellors."

2. Greater use of distance education and satellite campuses especially from Keewatin Community College. By bringing post-secondary programs into the small communities, post-secondary education becomes part of the society, not something foreign and mysterious.

3. Programs which lead from Grade 12 directly into community college programs. Introductory programs could be delivered in the high schools. Students would then have the appropriate skills and background knowledge for their chosen program. In addition, the post-secondary experience becomes less strange and threatening if it is a continuation, not something completely new.

4. Pre-college and university orientation programs within the communities themselves. These could be conducted in a variety of ways. For example, the high school timetable could be adjusted to include a time period at the end of the year for short orientation programs. This could be open to all community residents.

5. Attempt to involve parents in counselling and orientation programs. As parental education levels are usually low, it would provide an opportunity to inform parents as to the options open to their children, and as to the realities and potential problems involved in post-secondary education.

6. Need for role models or examples of post-secondary participants within the community performing services useful to their communities. If communities see a "payoff" to post-secondary education, both post-secondary participation and community support should increase. These might be supported if there were a greater integration and co-ordination of services at least among provincial groups, such as the post-secondary institutions, Labour and Employment Services, Community Services, Northern Affairs and Economic Development.

7. Expansion of Home Placement Program specifically for those students interested in post-secondary. This should provide students with a more realistic view of the situation in larger centres and perhaps, prepare them better academically for the post-secondary environment.

B. Strategies suggested to improve retention of post-secondary participants:

1. Increase of specialized counselling services for Native and Northern students at post-secondary institutions. This entails a number of specific proposals, such as:

   (a) Native awareness courses for counsellors;
   (b) informal meeting centres within the institutions to facilitate development of informal social support networks;
   (c) use of paraprofessional Native counsellors to help Native students through the adjustment period;
   (d) more orientation programs which address students' personal, social and academic needs.

2. Increase flexibility of community college programs. It may be difficult for a student to make the necessary personal and academic adjustments and complete a full range of required courses. If the student could take a reduced number and complete the final one or two by correspondence, this might encourage completion. In some cases the student might be able to take these by correspondence prior to full-time attendance at the institution. A contract could be drawn up outlining the specifics of the arrangement.

3. Adjustments to the Student Aid program to meet the specific needs of Northern students. Suggested adjustments include:

   (a) placement of a Student Aid Liaison person at Keewatin Community College so student documents can go directly to the institution as they do elsewhere. This would stop documents being sent to the student's home address while the student is attending the institution.
   (b) priority processing of Northern applications so students receive some money at the time when they must rent accomodation and pay moving expenses. This would complement or eventually replace the short-term loans provided by Frontier School Division.
   (c) Consideration of a Northern living allowance due to higher living costs for students attending Keewatin Community College.
   (d) Reconsideration of assessing a vehicle as an asset for students attending Keewatin Community College, as there is no public transportation system in The Pas.

RESPONSE TO THE ISSUES

The issues of post-secondary accessibility and participation of northern students are of continuing concern. This study re-examined these issues and suggested a number of potential action strategies.

Some initiatives have already been taken in these areas by both Frontier School Division and the Post-Secondary Adult and Continuing Education Division of the Department of Education. In addition, others are being developed as part of the action plan of the Joint Frontier-PACE Committee. These initiatives include:

- Delivery of a training program to ensure all high schools in Frontier School Division have a qualified career counsellor
- The Frontier School Division student placement program which includes counselling and placement services to high school students attending school outside their home communities
- Establishment of a post-secondary student support services department within Frontier School Division
- A series of career orientation sessions delivered co-operatively by Frontier School Division and Keewatin Community College
- Delivery of career information to Frontier high school students through the use of CHOICES and career days
- Future expansion of student orientation programs designed to ease student transition into new secondary and post-secondary learning environments
- Inservice opportunities to be offered to staff of Keewatin Community College in order to familiarize them with the specific needs of northern populations
- Identification of community needs by Keewatin Community College
- Continued liaison between Keewatin Community College and Frontier School Division in the area of program delivery and facility usage.

BACKGROUND

This study addresses the issue of access to post-secondary education as it concerns students from Frontier School Division.

The study is designed to serve a dual purpose. First, the study is intended to provide information to the Post-Secondary, Adult and Continuing Education (PACE) Division (Department of Education), to Frontier School Division, as well as to the Joint Frontier School Division/PACE Committee. Secondly, it serves as a feasibility study for further studies concerning accessibility to post-secondary education.

INTRODUCTION

The principal objective of this study is to assess the accessibility of post-secondary education to students from Frontier School Division. As such, the following constitute the specific research objectives:[1]

1. To identify trends in secondary school participation and completion rates, in order to provide a basis for study at the post-secondary level.

2. To identify, where possible, trends in post-secondary participation of Frontier students.

3. To identify factors affecting the post-secondary participation of students.

4. To identify strategies which might increase the post-secondary participation of Frontier students.

5. To develop a plan for future studies on post-secondary accessibility.

As the following discussion of the data will illustrate, a common theme runs through the findings. This theme, in fact, calls into question the appropriateness of the fourth research objective. It appears that, potentially, post-secondary education is widely available to students from Frontier School Division. The major barriers to students are social and cultural ones, not financial or institutional. Consequently, the issue is not limited to increasing post-secondary participation, but directly concerns assisting the increasing number of students who are becoming post-secondary participants.

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[1] A listing of data sources used by objective can be found in the section on Method, p. 26.

OBJECTIVE 1:

To identify trends in secondary school participation, and completion rates, in order to provide a basis for study at the post-secondary level

A number of sources were used in the attempt to identify relevant trends in secondary school participation. For example, data concerning Frontier School Division Secondary Bursary Awards were examined. These data indicated that approximately 25% to 30% of secondary students (Grades 9 to 12) received financial assistance administered by the Student Aid Branch. At least one quarter to one third of Frontier students should be aware that financial aid for educational purposes is available, if needed.

TABLE 1.1

FRONTIER SCHOOL DIVISION
SECONDARY ENROLLMENT AND SECONDARY SCHOOL BURSARY AWARDS
SUMMARY*

Year	Total Enrollment Grade 9-12	Total Number Frontier Secondary Bursary Awards	Percentage of Students Receiving Awards	Total $ Amount Awarded
1977	708	208	29.4%	80,314
1978**	737	-	-	-
1979	727	219	30.1%	71,494
1980	748	234	31.3%	84,819
1981	883	222	25.1%	76,743
1982	855	206	24.1%	85,590

*Source: Student Aid Branch, PACE, Department of Education.

**Award information unavailable.

Enrollment data revealed other interesting trends. When compared to 1972, the number of high school grades offered in most schools has been fairly stable (Appendix A). Some schools have gained grades over the time (eg. Berens River), while others no longer have students enrolled in as many grades (eg. Oscar Blackburn). Also, total enrollment in many schools has fluctuated over the last six years.

The total Grade 9 to 12 enrollment has shown an increase from the fall of 1977 to the fall of 1982. This trend is especially obvious in the Grade 12 figures, which show a doubling of enrollment in six years.

TABLE 1.2

FRONTIER SCHOOL DIVISION
GRADE 9-12 ENROLLMENT BY 1977-1982

	Grade				
Year	Grade 9	Grade 10	Grade 11	Grade 12	Total
1977	336	173	131	68	708
1978	303	229	114	91	737
1979	292	226	134	75	727
1980	252	242	158	96	748
1981	290	295	169	129	883
1982	308	245	166	136	855

These increases demonstrate that a larger number of students are continuing through high school. Retention rates have also increased. The retention rate for Grade 9 decreased slightly from 50% in 1975 to 48% in 1979. However, for these same students, Grade 12 retention rates increased from 15% to 22%.[1]

TABLE 1.3

FRONTIER SCHOOL DIVISION RETENTION RATES

Grade 2		Grade 9			Grade 12		
Year	Enrollment (N)	Year	Enrollment (N)	% of Grade 2 Enrollment	Year	Enrollment (N)	% of Grade 2 Enrollment
1968	621	1975	310	50%	1978	91	15%*
1969	559	1976	303	54%	1979	75	13%
1970	579	1977	336	58%	1980	96	17%
1971	587	1978	303	52%	1981	129	22%
1972	611	1979	292	48%	1982	136	22%

*Retention rates are calculated by taking, for example, the Grade 12 enrollment as a percentage of the Grade 2 enrollment ten years earlier (eg. $\frac{91}{621} \times 100 = 15\%$).

[1]For other indicators of increased high school retention, see Appendix A, Tables A.1 and A.2. For a further discussion of Frontier retention rates, see "High School Program Review, Frontier School Division No. 48," prepared by A. Jack Loughton, April 1983.

Retention rates drop by approximately 50% by Grade 9 and drop again by more than half to the end of Grade 12. Although retention rates have not improved at the Grade 9 level, the high schools appear to be holding a greater percentage of students.

Despite this improvement at the high school level, Frontier retention rates are much lower than those for the province as a whole (eg. 1982 Grade 12 retention: 22% Frontier; 86% provincial). It should also be noted that provincial Grade 12 retention rates have also exhibited an increase from 1978 to 1982.

TABLE 1.4

PROVINCIAL RETENTION RATES

Grade 2		Grade 12		
Year	Enrollment (N)	Year	Enrollment (N)	% of Grade 2 Enrollment
1968	19,987	1978	14,009	74%
1969	18,884	1979	13,888	74%
1970	18,473	1980	13,914	75%
1971	18,317	1981	14,175	77%
1972	17,408	1982	14,984	86%

Frontier students appear to take more years to finish high school. Data from the Grade 12 Intentions studies show that approximately a quarter of Grade 12 students indicated they would "definitely" continue in high school the following year. Again, this is higher than the provincial percentages. It does suggest, however, that students are attempting to complete high school even if it takes extra time.

TABLE 1.5

COMPARISON OF FRONTIER TO PROVINCIAL PERCENTAGES
INDICATING GRADE 12 STUDENTS WHO WILL "DEFINITELY" CONTINUE IN HIGH SCHOOL

	Definitely Continue in High School	
Year	Frontier (%)	Overall (%)
1981	23%	10%
1982	28%	12%
1983	26%	11%

Despite the fact many students must take "extra time" to complete their high school education, retention rate trends indicate a greater percentage of students are graduating from Frontier high schools. Consequently, a greater percentage should be better prepared to enter post-secondary programs. However, retention rate analysis also demonstrates that Frontier retention rates are much lower than provincial ones. This may point to the need for continued increases in Frontier if access to post-secondary education is to be more equal.

It remains difficult to know the extent to which factors such as Northern migration patterns and the trend to band-operated schools affect Frontier enrollment patterns. However, trends at the secondary level still help to indicate a potential base for the post-secondary level. On the other hand, increasing retention rates in themselves, even if they were to approach provincial levels, do not guarantee greater access to post-secondary education. Frontier School Division may be retaining more students for longer periods, but these students still may not see post-secondary education as a real option for them. The strategies suggested in the discussion of Objective 4, may affect student intentions. However, it remains difficult to affect social and cultural factors.

OBJECTIVE 2:

To identify, where possible, trends in post-secondary participation of Frontier students

Tracking of Frontier School Division students through post-secondary institutions by use of institutional records presented many problems.[1] Consequently, other data sources had to be used. These present an overview of participation trends, not a detailed picture.

Data from the Grade 12 Intentions studies, used in conjunction with other sources, is an indicator of trends towards post-secondary participation. As Table 2.1 illustrates, although the percentages remain lower than provincial ones, the percentage of Frontier students "definitely taking post-secondary education" has increased over the last three years. The provincial percentage has remained stable.

TABLE 2.1

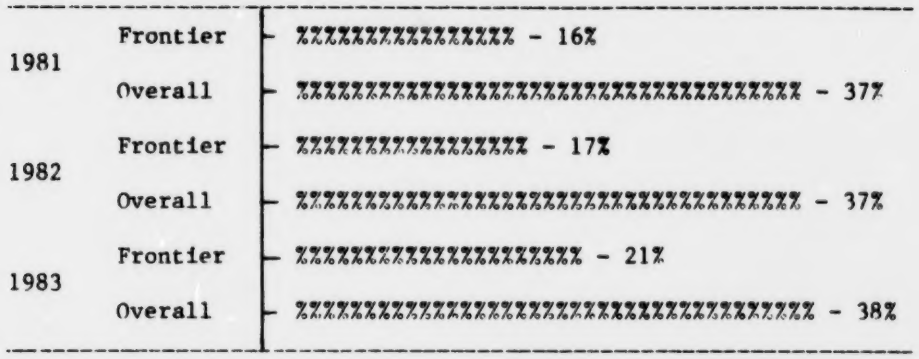
1981-1983 GRADE 12 STUDENTS' POST-SECONDARY PLANS
COMPARISON OF FRONTIER SCHOOL DIVISION STUDENTS
AND THE OVERALL MANITOBA GRADE 12 POPULATION

	1981 %				1982 %				1983 %			
	Frontier		Overall		Frontier		Overall		Frontier		Overall	
Plans	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%
Undecided about taking post-secondary education	2	22%	3	21%	2	21%	3	20%	2	29%	3	20%
Taking post-secondary education if things work out	1	55%	2	29%	1	51%	2	32%	1	46%	2	33%
Definitely taking post-secondary education	3	16%	1	37%	3	17%	1	37%	3	21%	1	38%
Definitely not taking post-secondary education	4	7%	4	13%	4	11%	4	11%	4	4%	4	9%
TOTAL N =		58		10,253		89		10,228		101		10,055

[1] Objective 5 presents a further discussion of problems and possible solutions, if further studies are conducted.

GRAPH 1

COMPARISON OF GRADE 12 STUDENTS' "DEFINITELY" PLANNING ON ATTENDING POST-SECONDARY EDUCATION 1981-1983



With the institution of post-secondary student advisers in Frontier School Division, interest in post-secondary, as well as actual participation, has increased in the last two years.[1] In 1982 the adviser worked with approximately 75 students, of whom approximately 55 registered in post-secondary institutions. In 1983, the adviser has worked with approximately 130; to date, 80 have been accepted into post-secondary institutions. Placement assistance may be a factor affecting the increased percentage of students intending "definitely" to attend post-secondary institutions. Perhaps this visible assistance and provision of information is helping to change traditional educational patterns.

Although in 1981 female students in Frontier School Division were much more likely than males "definitely" to participate in post-secondary education, more males were in this category in 1983. This discrepancy by sex has disappeared. Whether or not the male percentage will continue to increase is difficult to predict.

TABLE 2.2

FRONTIER SCHOOL DIVISION GRADE 12 STUDENTS' 1981-83 POST-SECONDARY PLANS BY SEX

	Year					
	1981 %		1982 %		1983 %	
	Female	Male	Female	Male	Female	Male
Undecided about taking post-secondary education	26%	20%	24%	18%	28%	30%
Taking post-secondary education if things work out	48%	60%	51%	50%	47%	46%
Definitely taking post-secondary education	22%	11%	18%	16%	19%	22%
Definitely not taking post-secondary education	4%	9%	7%	16%	6%	2%
TOTAL N =	23	35	45	44	47	54

[1] Source: Records of Colleen Weibel, Post-Secondary Student Adviser, Frontier School Division.

It is interesting to note the different expectations between Frontier student respondents and provincial respondents. A higher percentage of provincial respondents indicated their highest level of education would be a college or university degree. On the other hand, the "some college or university" category had a higher percentage of Frontier respondents for both the past two years. In comparison to the provincial population as a whole, Frontier students more often saw themselves attending an institution, but not necessarily completing a degree. This expectation can be viewed as a self-fulfilling prophecy, or as a realistic expectation on the part of the students.

TABLE 2.3

1981-1983 COMPARISON OF LEVELS OF EDUCATION PLANNED BY FRONTIER STUDENTS AND OVERALL MANITOBA GRADE 12 POPULATION

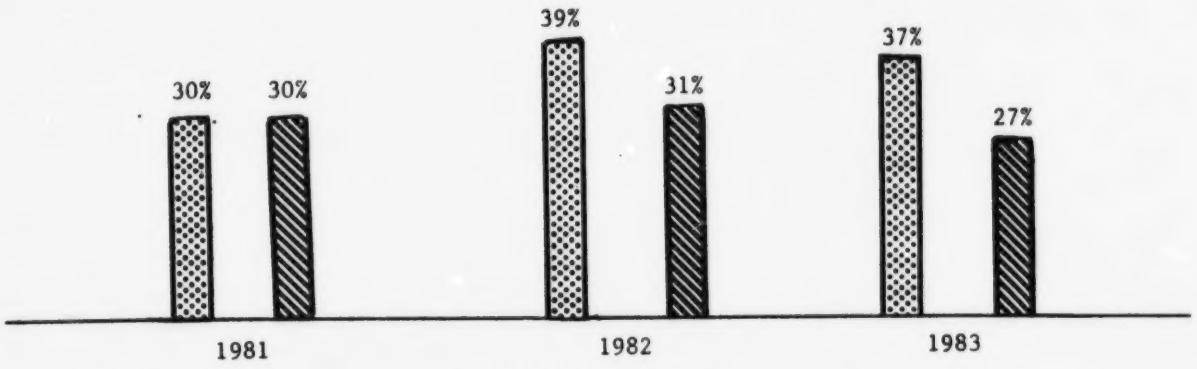
	1981 %		1982 %		1983 %	
Level of Education	Frontier	Overall	Frontier	Overall	Frontier	Overall
Grade 8 or less	-	-	-	-	-	-
Some high school	2%	1%	-	1%	5%	1%
High school graduate	20%	20%	23%	19%	21%	16%
Tec/voc school above high school	6%	7%	4%	7%	7%	6%
Some college or university	30%	22%	39%	23%	37%	22%
College or university degree	30%	39%	31%	39%	27%	42%
Post-graduate college/ university degree	12%	11%	4%	11%	2%	13%
TOTAL N =	54	10,118	90	10,100	95	9,925

Student Aid data revealed that, for those students who first received aid in 1981 or earlier, 15 students applied for aid only once, while seven applied for more than one year of financial aid. This appears to support the fact that students may attempt post-secondary for one year, or part of a year, but do not return to complete the programs. Certainly, it should be remembered that some programs are one year in duration. However, this evidence

GRAPH 2

COMPARISON OF LEVELS OF EDUCATION PLANNED
1981-1983

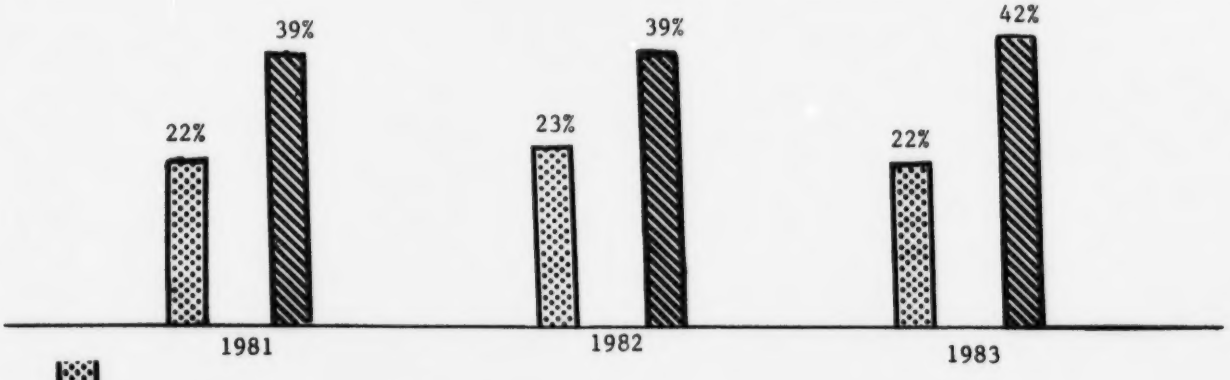
FRONTIER



= Some college or university

= College or university degree

OVERALL



= Some college or university

= College or university degree

should be viewed in conjunction with the Grade 12 Intentions data and the opinions provided by officials involved with Northern students. Access occurs but is not always supported. Students entering post-secondary institutions often arrive in new and strange settings and no one is available to help them cope. They stay for a short period and often do not complete their program of studies.

Student Aid data revealed other interesting trends. One would expect that because of Frontier students' lower socio-economic backgrounds, lack of Northern employment opportunities, and relocation costs, students would be receiving higher than average awards; possibly the maximum in many cases. The 1982 award data refutes this expectation. The average award (loan and bursary combined) to students from Frontier School Division was not the maximum, but was, in fact, almost identical to the average provincial award. On this basis, the students from Frontier receiving student aid do not appear different from those throughout the province as a whole. This suggests that post-secondary education is not something in which students from the poorest backgrounds consider participating.

TABLE 2.4

COMPARISON OF STUDENT AID AWARDS BETWEEN THE OVERALL PROVINCIAL POPULATION AND FRONTIER SCHOOL DIVISION STUDENTS, 1982

Population	Number of Applications	Number Processed	Total Number of Awards	Amounts	
				Total Amount Awarded $	Average Award $
Provincial	9097	8,497	7,787	$17,925,000	$2302
Frontier School Division	43	43	42	$ 96,870	$2306

The Grade 12 Intentions data was the best source of information on students' choice of post-secondary institution. Tracking of students once enrolled in the institutions was only possible, on a limited basis, for university participants.

The type of first choice institution was most often community colleges in 1981 and 1982. However, in 1983, universities were most often the first choice. A major change in student attitudes is evident in the 1983 data (also see: Appendix E, Question 5). Perhaps the change is a result of increased publicity through both the Frontier Post-Secondary Student Adviser and the Community Contact Officer from the Student Aid Branch.

TABLE 2.5

FRONTIER STUDENTS' TYPE OF FIRST CHOICE INSTITUTION
1981-1983

Institutions	1981		1982		1983	
	Rank	Number of Times Cited	Rank	Number of Times Cited	Rank	Number of Times Cited
Manitoba community colleges	1	22	1	42	2	30
Manitoba universities	2	10	2	19	1	31
Apprenticeship training	3	3	4	1	3	7
Other institutions	3	3	3	7	4	6

Interviews conducted with recent Frontier graduates yielded some information on institutional choice as well. Again, this cannot be generalized to the entire population, however, it is interesting to note that of the institutions seriously considered or attended, Red River Community College was most often cited. Keewatin Community College was never mentioned, although a number of technical institutes outside Manitoba were (Appendix F, Question 7).

As previously mentioned, nine of the 15 former students interviewed had recently attended, or were planning to attend post-secondary institutions in the fall of 1983. In terms of future participation in post-high school education, all respondents indicated they had plans to continue their education sometime in the future. Based on this limited sample as well, it appears that recent graduates are considering, if not attending, post-secondary education. Participation appears to be on the increase.

The data available on students attending universities compares Grade 12 and first year university grade point averages for students from Frontier School Division (Appendix B). From 1975-78 to 1981-82, data was supplied for 24 students, indicating 24 completed their first year of university. Although Grade 12 grade point averages were usually higher than provincial averages, first year university grade points were consistently lower. For Frontier School Division students the average change in the grade point average was -1.72 between Grade 12 and first year university. Correspondingly, the provincial change averaged -.53.

These data indicate that Frontier students are not achieving at the same academic level in first year university. This may result from poor academic preparation in high school, or from personal adjustment problems affecting performance, or from some combination of the two. The cause may be debatable, but the result appears to be that many students do not complete their post-secondary programs.

Although data supporting post-secondary trends are not complete, they strongly suggest that, although more students are considering post-secondary education and more seem to be participating, this participation is short-term and often does not lead to graduation.

OBJECTIVE 3:

To identify factors affecting post-secondary participation

In discussion with various people during the design stage of this study a number of potential barriers to accessibility were identified. These included: a potential mismatch between courses offered in Frontier School Division and post-secondary prerequisities; the problems of having a significant number of females unable to finish high school or attend post-secondary because of dependent children; and, a lack of relevant information, or encouragement, concerning participation in post-secondary education. In addition, it was felt that analysis of the "Grade 12 Intentions"[1] data and interviews with Frontier School Division graduates would identify other factors affecting post-secondary participation.

Analysis of courses offered in Frontier School Division high schools and prerequisites of post-secondary programs revealed that although Frontier high schools are not able to offer a full range of Science credits, potential barriers as a result, are minimal (see: Appendix C; Tables C.1 and C.2).[2] For example, it would be difficult for a student to have the necessary prerequisites to enter the Faculty of Engineering directly upon graduation from Berens River School. However, for students determined on such a course, other options such as the Home Placement program or the concurrent education program at the University of Winnipeg would be possibilities. As such, course "mismatch" problem is not considered to be a major one affecting accessibility.

Although a number of females may be restricted in their high school and post-secondary participation as a result of pregnancy or young children, more females than males graduate from Frontier School Division high schools. From 1979 to 1982, the number of female graduates has exceeded the number of males (Table 3.1). Although complete high school enrollment data by sex was not available, Home Placement enrollment data suggests that the same pattern as the graduation data from the other high schools (Table 3.2).

It appears, in fact, that overall males are at more of a disadvantage concerning high school participation and completion. It may be that male completion rates are lower as they may leave school earlier to enter the workforce.

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[1] Refers to the study entitled "Intentions of Grade 12 Students" conducted annually by the Planning and Research Branch.

[2] Listings of post-secondary prerequisites were compiled in order to make the necessary comparisons. These lists are available from the Planning and Research Branch, Department of Education.

TABLE 3.1

FRONTIER SCHOOL DIVISION GRADUATES BY SEX
1978-1982*

Year	Sex		Total
	Male (N)	Female (N)	
1978	24	20	44
1979	25	29	54
1980	21	42	63
1981	31	34	65
1982	43	57	100
	144 (44%)	182 (56%)	326 (100%)

*This table includes Grade 12 graduates from: Berens River, Frontier Collegiate, Gillam, Grand Rapids, Norway House, Wabowden and Wanipigow schools. It does not include Home Placement graduates

TABLE 3.2

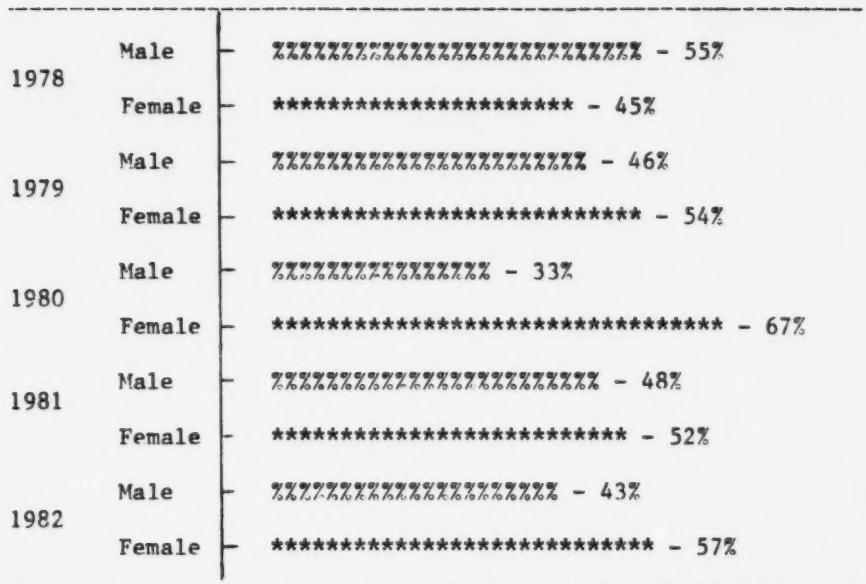
FRONTIER SCHOOL DIVISION HOME PLACEMENT ENROLLMENT BY SEX
1977-78 TO 1982-83*

Year	Sex		Total
	Male (N)	Female (N)	
1977-78	72	90	162
1978-79	83	84	167
1979-80	68	76	144
1980-81	68	79	147
1981-82	60	86	146
1982-83	87	88	175
	438 (47%)	503 (53%)	941 (100%)

*Enrollment in Home Placement includes Grades 9 to 12 inclusive.

GRAPH 3

FRONTIER SCHOOL DIVISION GRADUATES BY SEX



Analysis was conducted on Frontier School Division students on data collected for the 1981 to 1983 studies of the Intentions of Grade 12 Students. Students' "definite" plans for September also revealed that females, more often than males, indicated they intended to participate in some type of post-secondary activity.[1]

TABLE 3.3

FRONTIER SCHOOL DIVISION
GRADE 12 STUDENTS' "DEFINITE" PLANS
FOR THE FOLLOWING SEPTEMBER BY SEX

Plans	1981 %*		1982 %		1983 %	
	Female (N=24)	Male (N=36)	Female (N=46)	Male (N=44)	Female (N=49)	Male (N=54)
Get married	5%	3%	2%	2%	7%	4%
Continue in high school	17%	27%	30%	26%	21%	31%
Get a part-time job	9%	19%	26%	5%	9%	8%
Get a full-time permanent job	14%	33%	28%	41%	19%	18%
Go to community college	24%	19%	18%	19%	19%	16%
Go to university	22%	12%	18%	12%	13%	12%
Get post-secondary training other than university or community college	5%	20%	7%	-	3%	5%
Travel extensively	9%	3%	4%	5%	2%	2%
Do volunteer work	9%	3%	9%	5%	2%	-

*Column percentages do not necessarily add to 100% as some students may indicate more than one category (eg. "get married" and "get a full-time permanent job.")

For each year, over half of the students responding indicated Grade 12 academic averages of "B" or better (Appendix E, Question 2). Without addressing the "standards" issue at this point, it appears from this data that the majority of students should not be deterred from post-secondary participation by low academic averages. However, analysis of parents' education levels revealed some large differences concerning parents' education. When comparing 1983 parental educational levels between Frontier respondents to the total Manitoba Grade 12 respondent population, it can be seen that parental education levels are much lower for Frontier respondents (Table 3.4).

[1] A comparison of the total provincial population to Frontier students' "definite" plans can be found in Appendix C, Table C.3.

TABLE 3.4

COMPARISON OF PARENTAL LEVELS OF EDUCATION REPORTED BY FRONTIER STUDENTS AND OVERALL MANITOBA GRADE 12 POPULATION (1983)

	Mother		Father	
Level of Education	Frontier	Overall	Frontier	Overall
Grade 8 or less	57%	18%	65%	26%
Some high school	28%	32%	17%	29%
High school graduate	3%	25%	11%	17%
Tec/voc school above high school	2%	5%	1%	5%
Some college or university	7%	8%	1%	7%
College or university degree	2%	10%	4%	10%
Post-graduate college or university degree	1%	2%	1%	6%
TOTAL N =	90	10,050	86	9,907

Overall, the 1983 data for Frontier respondents varies little from the two previous years (Appendix E, Question 3). As parents' education is a factor highly correlated to children's educational aspirations and achievements, it is not surprising that post-secondary participation of Frontier School Division students has been low. The influence of such socio-economic factors on educational participation cannot be ignored.

Interview data, collected from 1983 and other recent graduates of Frontier high schools, supports the findings of the Grade 12 Intentions data. Again, parental education levels were seldom beyond a high school level. Three of the 15 students interviewed indicated that their mothers had higher than a high school education (Appendix F, Question 6). One student indicated his father as a high school graduate; no fathers were cited as having a higher education level.

Of the 15 students interviewed, nine had attended, or were planning to attend a post-secondary institution in the fall of 1983. Family factors were considered in the analysis of whether or not students were, or planned on enrolling in post-secondary institutions. For the students interviewed, the factors which seemed to be related to post-secondary attendance were sex and number of siblings.

TABLE 3.5

SEX OF RESPONDENT BY POST-SECONDARY PARTICIPATION

	Male	Female
Participants	4	5
Non-participants	5	1
Total N =	9	6

TABLE 3.6

NUMBER OF SIBLINGS BY POST-SECONDARY PARTICIPATION

Number of Siblings	Participants	Non-Participants
0-2	4	1
3-5	3	1
6-8	1	3
9+	1	1
Total N =	9	6

Other factors which did not appear to be related to attendance for this group were year of graduation and how many different high schools they had attended. Although approximately half the respondents had a sibling who had further education after high school, this did not consistently correspond to post-secondary attendance of the respondents. The sole single parent in the group was planning on attending a post-secondary institution in the fall of 1983. It should be remembered however, that this group is a very small one which may not be representative of the population as a whole.

It was interesting to note that the graduates interviewed cited a variety of different barriers or problems in the way of post-secondary participation, (Appendix F, Question 8). These ranged from financial problems to social and cultural ones to the problems of finding a desirable course or program in Manitoba. One recent graduate made a strong case for earlier and better counselling in school. He graduated in 1982 but had to return in 1983 to complete a number of courses he needed as prerequisites for his chosen post-secondary program. He argued that early counselling was especially important in high schools where some courses (usually sciences), are offered every second year. In such cases, early planning information is imperative.

Other comments volunteered by respondents revealed the diversity among schools. A number of students mentioned that they became interested in post-secondary options because of teachers, or that they received help from Frontier School Division staff when applying to post-secondary institutions. However, as previously described, one respondent thought counselling was lacking, while another commented that his principal had advised him that "this school is not equipped to prepare students for university" (for other comments: see Appendix F, Question 11).

A number of factors are obviously affecting students' post-secondary participation. Females appear more likely than males to participate, in part perhaps, because females are more likely to complete high school. Course options which students need are generally available but students must have earlier and more thorough counselling in order to plan their high school programs to accomodate required courses. Academic averages are generally high enough not to discourage students, although some debate continues about their validity.

One important barrier is that most students do not have a background which induces family support of post-secondary education. The vast majority of parents have not participated in education past the high school level. They are unfamiliar with the idea, not to mention the realities of post-secondary education. This general lack of familial and community understanding makes it more difficult for students to consider and eventually to participate in post-secondary education.

OBJECTIVE 4:

To identify strategies to increase post-secondary participation

In order to identify strategies which might increase the post-secondary participation of Frontier students, Department of Education and other officials were consulted, the Grade 12 Intentions data were analyzed, and recent graduates of Frontier School Division were interviewed.

The Grade 12 Intentions data were used to identify influences on student plans which might help to reveal avenues for potential strategies. For Frontier and for the province overall, parents were the group cited as most often having influence on students' plans. However, high school teacher and counsellor ranked higher as an influence on Frontier students than they did for the province as a whole. This has implications for the potential role of Frontier School Division teachers and counsellors. It should be noted that Frontier students saw more people as an influence on their plans than did the overall respondent population (Appendix D, Table D.1).

TABLE 4.1

RANK ORDER OF PEOPLE HAVING SOME INFLUENCE ON STUDENTS' PLANNING*
A COMPARISON OF FRONTIER SCHOOL DIVISION
AND THE OVERALL MANITOBA GRADE 12 POPULATION, 1983

	Rank	
	Frontier	Overall
Parents	1	1
Brothers/sisters	2	3
High school teacher	3	5
Counsellor	3	6
Friends	4	2
Other relatives	5	8
College/university student	6	4
Media people	7	7
College/university representative	8	9

*The "moderate" and "strong" influence categories were combined into "some" influence.

Circumstances which influenced students' planning were also somewhat different for Frontier students than for the remainder of the population. For almost every category, a larger percentage of Frontier students felt the circumstance cited would influence their plans for next year. For both Frontier students and the Grade 12 population overall, the most frequently cited circumstance was the "desire for a new life style/social life," for the years 1981 and 1982. However, in 1983 the larger population exhibited a dramatic shift, citing "the present state of employment/unemployment" as their most frequent category. Responses of Frontier students still demonstrated that a new life style/social life was most often an influence. Apparently, the desire for some new way of life remained stronger for Frontier students, in spite of unstable economic times. This may a result of the fact that unemployment has been a more long-term problem in the North. Nonetheless, this desire might be channelled into post-secondary opportunities if certain informational needs were better met.

TABLE 4.2

CIRCUMSTANCES HAVING SOME INFLUENCE ON STUDENTS' PLANNING*
1981-1983 COMPARISON OF FRONTIER SCHOOL DIVISION STUDENTS
AND OVERALL MANITOBA GRADE 12 POPULATION
1981-1983

	1981 %				1982 %				1983 %			
	Frontier**		Overall		Frontier		Overall		Frontier		Overall	
	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%
My desire for a new life style/social life	1	76%	1	49%	1	71%	1	51%	1	77%	2	50%
My desire to live away from home	2	57%	3	39%	3	61%	4	41%	2	66%	5	40%
Someone provided me with information about post-high school opportunities for continuing training/ education	3	53%	2	44%	2	62%	3	45%	3	56%	4	45%
The reputation of the institution/training I have chosen	4	51%	2	44%	3	61%	2	47%	5	50%	3	47%
The present state of employment/unemployment in the country	5	41%	4	37%	5	47%	6	38%	6	48%	1	52%
Someone has expressed personal interest in my post-high school plans	6	39%	3	39%	4	57%	5	39%	4	51%	6	38%
Someone has assisted me in finding post-high school employment	7	25%	5	16%	6	33%	7	17%	7	28%	7	16%

*The "moderate" and "strong" influence categories were combined with "some" influence.

**For a male/female breakdown of Frontier student responses, see Appendix D, Table D.2.

Recent graduates identified a number of areas in which changes might foster increased post-secondary participation (Appendix F, Question 9). Most often cited was the need for more counsellors; in conjunction with this, was the stated need for more information earlier (ie. at the Grade 9 or 10 level). A number of recent graduates felt that discussion of post-secondary options and the prerequisities required should occur well before the final years of high school. They felt that increasing the number of counsellors might help.

Another theme of the responses, apart from the informational one, was the need for encouragement. This took the form of responses dealing with the need for role models in the community, encouragement from both teachers and family, and the need for greater student confidence. More programs with financial aid and preparatory classes in the community were often options suggested.

Consultation with a variety of people from various organizations or institutions raised pertinent issues and supplied the inspiration for a number of the strategies presented.[1] One concern was the lack of counselling services suitable for Northern and especially Native students. When students arrive in Winnipeg or Brandon from the North, they must adjust to a different way of life. Besides moving away from family and community supports, they must deal with a range of new circumstances. They must learn survival skills for urban life (eg. how to use a transit system; how to use the banking system). In addition, they must deal with the problems of finding accomodation and registering at the post-secondary institution. Health problems often occur because of dietary changes. In total, the cultural, social and environmental changes can be overwhelming.

Therefore, counselling services which provide a wide range of supports are crucial. A brief inventory of counselling services revealed that some special programs are in place, although most of these deal with small, selected populations. Many have a restricted set of goals.

As part of their counselling services, the University of Manitoba, in co-operation with the Manitoba Indian Counselling Service and the Native Students Adviser's Office, operates the Native Students' Learning Assistance Centre. Its primary objective is to "complement and aid in meeting expectations of credit courses." The focus is not on social or personal assistance. Specific counselling services for Native or Northern students are not found at the Universities of Winnipeg or Brandon. The University of Brandon, however, operates the Mature Student Centre which provides supports for adult students, a large percentage of whom are Native. This centre offers personal and social supports, as well as academic and informational ones.

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[1]The author would especially like to thank Del Garneau (Student Aid Branch) for his insights and suggestions, many of which have been included in the strategies described.

All community colleges have at least the beginnings of special orientation or counselling programs. At Red River Community College, the general counselling office does not provide special services to Native or Northern students; however, the ACCESS program does assist selected Native students. This program takes the approach that many aspects of a student's life affects his/her educational participation. Consequently, the program provides a wide variety of personal, academic and financial supports.

The Transition Skills for Native Students was introduced in the summer of 1982 at Assiniboine Community College. Last year approximately half of the 12 students involved were from the North. These students are all Manpower-sponsored. The orientation was five weeks in 1982 and will take place over three weeks this summer. It was designed to provide an orientation to the community college and the community, to increase skills students will require for their programs, and to develop a Native study group for ongoing support. Keewatin Community College has proposed a similar college orientation course. Some attempt was also made to support career preparation for students in Norway House.

Discussions with recent graduates and people from various organizations and institutions was used in conjunction with the analysis of factors affecting post-secondary participation, to develop the following list of potential strategies. These strategies have been divided into two groups. One group addresses the issue of increasing post-secondary participation. The other group addresses the vital issue of retention of post-secondary participants. More students are considering post-secondary options and more are attending than in the past. Although advances can still be made in this area, they will be short-lived if the students who enter post-secondary institutions are not successful in their chosen programs. If students do not return to their communities as successful post-secondary participants with something to show for their experiences, there will be no internal community motivation for people to enroll and participate in post-secondary programs. Participation will eventually decline, despite other strategies designed to encourage the contrary trend.

A. Strategies suggested to increase post-secondary participation:

1. Counselling programs beginning no later than Grade 9 which provide students with the necessary information on post-secondary options and the required prerequisites. A systematic approach to this type of counselling could be developed by Frontier School Division for use in all schools, whether or not they have designated "counsellors."

2. Greater use of distance education and satellite campuses especially from Keewatin Community College. By bringing post-secondary programs into the small communities, post-secondary education becomes part of the society, not something foreign and mysterious.

3. Programs which lead from Grade 12 directly into community college programs. Introductory programs could be delivered in the high schools. Students would then have the appropriate skills and background knowledge for their chosen program. In addition, the post-secondary experience becomes less strange and threatening if it is a continuation, not something completely new.

4. Pre-college and university orientation programs within the communities themselves. These could be conducted in a variety of ways. For example, the high school timetable could be adjusted to include a time period at the end of the year for short orientation programs. This could be open to all community residents.

5. Attempt to involve parents in counselling and orientation programs. As parental education levels are usually low, it would provide an opportunity to inform parents as to the options open to their children, and as to the realities and potential problems involved in post-secondary education.

6. Need for role models or examples of post-secondary participants within the community performing services useful to their communities. If communities see a "payoff" to post-secondary education, both post-secondary participation and community support should increase. These might be supported if there were a greater integration and co-ordination of services at least among provincial groups, such as the post-secondary institutions, Labour and Employment Services, Community Services, Northern Affairs and Economic Development.

7. Expansion of Home Placement Program specifically for those students interested in post-secondary. This should provide students with a more realistic view of the situation in larger centres and perhaps, prepare them better academically for the post-secondary environment.

B Strategies suggested to improve retention of post-secondary participants:

1. Increase of specialized counselling services for Native and Northern students at post-secondary institutions. This entails a number of specific proposals, such as:

   (a) Native awareness courses for counsellors;
   (b) informal meeting centres within the institutions to facilitate development of informal social support networks;
   (c) use of paraprofessional Native counsellors to help Native students through the adjustment period;
   (d) more orientation programs which address students' personal, social and academic needs.

2. Increase flexibility of community college programs. It may be difficult for a student to make the necessary personal and academic adjustments and complete a full range of required courses. If the student could take a reduced number and complete the final one or two by correspondence, this might encourage completion. In some cases the student might be able to take these by correspondence prior to full-time attendance at the institution. A contract could be drawn up outlining the specifics of the arrangement.

3. Adjustments to the Student Aid program to meet the specific needs of Northern students. Suggested adjustments include:

   (a) placement of a Student Aid Liaison person at Keewatin Community College so student documents can go directly to the institution as they do elsewhere. This would stop documents being sent to the student's home address while the student is attending the institution.
   (b) priority processing of Northern applications so students receive some money at the time when they must rent accomodation and pay moving expenses. This would complement or eventually replace the short-term loans provided by Frontier School Division.
   (c) Consideration of a Northern living allowance due to higher living costs for students attending Keewatin Community College.
   (d) Reconsideration of assessing a vehicle as an asset for students attending Keewatin Community College, as there is no public transportation system in The Pas.

It should be noted that there is an inter-relationship between the two groups of suggested strategies. For example, some of those suggested to increase participation, (such as pre-college orientation programs and distance education), might also help to increase retention rates.

OBJECTIVE 5:

To develop a plan for future studies on post-secondary accessibility

In order to investigate the research objectives, this study utilized a variety of data sources. In most cases, secondary analysis of existing data was used. This was necessitated by the short time line of the study.

As anticipated, the process of conducting the study made the researcher aware of the problems and possibilities which are relevant to studies of this nature. First, if future studies are to be considered, some basic issues must be addressed. If the Frontier example is any indication, the strongest barriers to access are social and cultural ones. Although future studies will still need to address specific practical problems, they will have to focus largely on social and cultural factors. The questions then arise: to what extent do we want these factors analyzed? Once they have been analyzed, to what extent can we remove social or cultural barriers?

On a different level, this study revealed a number of data base problems which require resolution before further studies are initiated. There is no established mechanism for tracking students from a specific division through the community college system. This information is not computerized, and as a result would require extensive manual searching. In order to establish trends in student participation on a divisional or regional basis such information should be readily available. Similar problems also arise in tracking students at Brandon University.

A more controlled follow-up of graduates would also be beneficial. A representative and in-depth follow-up of graduates requires a longer timeline than was available for this project. In addition, such a follow-up could occur over an extended period with interviews or questionnaires distributed at more than one point in time. Also, it should be noted that late May and June are not ideal survey periods for either secondary or post-secondary students.

Other useful data are more readily available. The Grade 12 Intentions data provides a longitudinal data base on students post-secondary intentions, which is easily accessible by division or region. The 1981 census data will soon be available in a variety of forms, also on a divisional or regional basis. This can provide data on educational attainment, as well as language, cultural and ethnic patterns. In addition, a study planned by the Student Aid Branch on the impact of student aid could be structured to coincide with studies on accessibility.

It is suggested that for future studies the following steps be adopted:

1. Focus on social and cultural factors;

2. Development of objectives which will lead to practical outcomes;

3. Utilization of a longer time line to facilitate data collection;

4. Improvement of tracking mechanism for post-secondary students;

5. Utilization of a more detailed and representative graduate follow-up;

6. Integration of relevant existing data bases in the study, (eg. 1981 census data, Grade 12 Intentions data);

7. Co-ordination with other studies being conducted by the Department of Education, and possibly other agencies as well (eg. Indian and Northern Affairs, Canada).

METHOD

Operational Definitions

For purposes of this study, the following operational definitions apply:

- Grade 12 Intentions - refers to an annual study conducted by the Planning and Research Branch, entitled "Intentions of Grade 12 Students." The year designated by the study refers to the fall of the next year (eg. 1983 - refers to students' plans for the fall of 1983). Secondary analysis was conducted on the raw data, specifically for Frontier School Division students.

- Home Placement Program - is the Frontier School Division program in which secondary students are placed in high schools outside Frontier School Division.

- "Overall" Population - when used in tables, refers to the total provincial population.

- Post-Secondary Institutions - refers to universities, community colleges, and any other institutions which offer post-high school education or training.

- Secondary Grades/School - refers to Grades 9 through 12 inclusive.

Data Sources

A variety of data sources were used for this study. Most analysis was secondary analysis of existing data sources. In addition, interviews were used to gather data from recent or 1983 graduates of Frontier School Division.

The following table describes the data and sources utilized in discussion of each objective:

Objective	Type of Data	Source
1. To identify trends in secondary school participation and completion rates	- Enrollment data by location (1977-82)	Superintendents' report
	- Intentions of students . . .	"Intentions of Grade 12 Students 1981-83"
	- Graduation/completion by location data (1977-81) . .	Frontier School Division
	- High school award data . . .	Student Aid

Objective	Type of Data	Source
2. To identify trends in post-secondary participation	- Post-secondary enrollment data	MAST
	- Intentions of students	"Intentions of Grade 12 Students 1981-83"
	- Post-secondary award data	Student Aid
	- Data on students assisted by Frontier post-secondary placement services	Frontier School Division
3. To identify factors affecting post-secondary participation	- High school course offerings	Frontier School Division
	- Post-secondary program prerequisites	Post-secondary institutions
	- Intentions of students	"Intentions of Grade 12 Students 1981-83," Planning and Research Branch
	- High school graduate interview data	Interviews; (names supplied by Frontier School Division)
	- Enrollment data (1977-82) by sex	Frontier School Division
	- Graduation completion data (1977-82) by sex	Frontier School Division
4. To identify strategies to increase post-secondary participation	- High school graduate interview data	Interviews; (names supplied by Frontier School Division)
	- Consultations	Frontier, Student Aid, Post-secondary institutions, other agencies
	- Intentions of students and factors influencing their plans	"Intentions of Grade 12 Students 1981-83"

Other studies were also consulted: "High School Program Review, Frontier School Division No. 48," prepared by A. Jack Loughton, April 1983; and, "Education of Indians in Federal and Provincial Schools in Manitoba," prepared by Verna J. Kirkness for the Department of Indian Affairs and Northern Development, August 1978.

Limitations

The following limitations should be noted when reading the study:

1. The 1980 data from the study on the intentions of Grade 12 students ("1980 Survey of Grade 12 Students Post-Secondary Plans and Aspirations") was not included in the analysis. The data were not included as only 20 students from Frontier School Division responded. The number was neither representative, nor sufficiently large to warrant data analysis. As such, only three years of data were used to illustrate trends in student intentions.

2. As computerized information was not available, tracking of post-secondary students through the community college system was not attempted. To do this manually would have required amounts of time and labour not available within the scope of this study. Limited data on student participation in the univeraities are presented.

3. The study was originally designed to include face-to-face interviews. However, due to time constraints, it was felt that telephone interviewing would be more efficient. The inherent bias of a home telephone would also have been felt in scheduling in-person interviews. 1983 graduates were usually interviewed at school, for convenience and to help overcome this bias. However, the telephone interviews may not be as "in-depth" as face-to-face interviews might have been. These data should not be taken as necessarily representative of the total population of recent Frontier graduates.

4. Enrollment data supplied from the schools was incomplete and often in conflict with data from the Superintendents' Reports. As such, enrollment analysis by sex was not available for all secondary grades.

5. Award data from Student Aid Branch records does not necessarily describe all Frontier students who participated in post-secondary education. It refers only to those students who applied for Student Aid in 1981 and 1982. Analysis of earlier records was not possible because lists of earlier Frontier graduates were not complete. It should also be noted that, at this time, 1983 records are not available; therefore, it is not possible to know how many 1982 applicants plan to continue their post-secondary education.

Instrument Development, Sample Selection and Field Methods

In order to interview 1983 and recent graduates of Frontier School Division, a brief semi-structured telephone interview was constructed. It was designed by members of the Planning and Research Branch to reflect study objectives. As such, it included questions regarding: demographics, student's post-high school activities and plans, perceived barriers to further education, and suggestions for encouraging post-secondary participation.

1983 graduates were selected randomly from the graduation lists of all schools in Frontier having Grade 12 enrollment, (including Home Placement students). Most of the students were contacted at their high schools. Initially, school administrators were contacted to arrange interviews. In a few cases, interviews did not take place as a result of conflicts with examination timetables. Of the 14 students selected, nine were interviewed.

For 1981 and 1982 graduates, a sample was again selected from Frontier School Division records. A number of home communities were included in the hope of representing all high schools and a variety of community situations. It was hoped that 11 interviews would take place to bring the total expected sample to 25. However, as a result of the difficulty in tracing students, six interviews were conducted, bringing the total number of interviews to 15. Although this was not as many as originally anticipated, 11 home communities and a variety of situations were represented. Home placement students and students from all high schools, except Wabowden, were represented. The exercise also highlighted the problems of tracing students for interviews within a relatively short time frame; (also see: Appendix F).

The following table provides a brief description of sample composition.

SAMPLE CHARACTERISTICS

Sex		Year of Graduation		School Attended For Grade 12	
Male	9	1983	9	Frontier Collegiate	5
Female	6	1982	5	Norway House	2
		Did not		Gillam	1
Total N =	15	graduate	1	Wanipigow	1
				Berens River	1
		Total N =	15	Grand Rapids	1
				Home Placement	4
				Total N =	15

APPENDIX A

Objective 1:

To Identify Trends in Secondary School Participation, and Completion Rates

FRONTIER SCHOOL DIVISION
ENROLLMENT GRADES 9 TO 12,
SEPTEMBER 1977 - SEPTEMBER 1982

School/ Year		Grade 9	10	11	12	Total 9-12
Berens River	1977	18	-	-	-	18
	1978	12	20	2	-	34
	1979	8	9	9	1	27
	1980	8	10	9	3	30
	1981	16	9	5	3	33
	1982	11	19	3	2	35
Brochet	1977	13	-	-	-	13
	1978	7	-	-	-	7
	1979	6	-	-	-	6
	1980	12	-	-	-	12
	1981	7	-	-	-	7
	1982	7	-	-	-	7
Cormorant Lake	1977	13	-	-	-	13
	1978	14	-	-	-	14
	1979	20	-	-	-	20
	1980	12	-	-	-	12
	1981	8	-	-	-	8
	1982	12	-	-	-	12
Crane River	1977	7	-	-	-	7
	1978	-	-	-	-	0
	1979	12	-	-	-	12
	1980	5	-	-	-	5
	1981	12	-	-	-	12
	1982	13	-	-	-	13
Dr. D.R. Hamilton (Cross Lake)	1977	-	-	-	-	0
	1978	-	-	-	-	0
	1979	-	-	-	-	0
	1980	-	-	-	-	0
	1981	-	-	-	-	0
	1982	1	-	-	-	1
Duck Bay	1977	11	-	-	-	11
	1978	10	-	-	-	10
	1979	17	-	-	-	17
	1980	13	-	-	-	13
	1981	14	-	-	-	14
	1982	14	-	-	-	14

School/ Year		Grade 9	10	11	12	Total 9-12
Frontier Collegiate	1977	29	51	50	20	150
	1978	38	62	32	28	160
	1979	34	105	59	21	219
	1980	28	102	77	35	242
	1981	42	93	75	48	258
	1982	43	86	71	54	254
Gillam	1977	51	34	24	18	127
	1978	34	32	21	13	100
	1979	24	20	16	7	67
	1980	19	19	9	8	55
	1981	16	16	17	8	57
	1982	20	14	11	5	50
Grand Rapids	1977	24	15	15	-	54
	1978	38	13	14	18	83
	1979	20	24	8	17	69
	1980	27	23	22	18	90
	1981	21	26	15	28	90
	1982	21	26	14	23	84
Granville Lake	1977	-	-	-	-	0
	1978	-	-	-	-	0
	1979	-	-	-	-	0
	1980	-	-	-	-	0
	1981	-	-	-	-	0
	1982	12	-	-	-	12
Jack River	1977	-	-	-	-	0
	1978	26	-	-	-	26
	1979	45	-	-	-	45
	1980	27	-	-	-	27
	1981	-	-	-	-	0
	1982	-	-	-	-	0
Loon Straits	1977	-	-	-	-	0
	1978	3	-	-	-	3
	1979	-	-	-	-	0
	1980	-	-	-	-	0
	1981	-	-	-	-	0
	1982	-	-	-	-	0
Matheson Island	1977	4	-	-	-	4
	1978	2	2	-	-	4
	1979	5	-	-	-	5
	1980	3	-	-	-	3
	1981	3	-	-	-	3
	1982	-	-	-	-	0

School/ Year		Grade 9	10	11	12	Total 9-12
Moose Lake	1977	10	2	-	-	12
	1978	10	-	-	-	10
	1979	13	-	-	-	13
	1980	14	-	-	-	14
	1981	14	-	-	-	14
	1982	19	-	-	-	19
Norway House High School	1977	81	33	20	19	153
	1978	29	67	16	14	126
	1979	23	33	16	15	87
	1980	17	57	17	15	106
	1981	64	119	33	27	243
	1982	61	62	46	29	198
Oscar Blackburn	1977	9	71	-	-	20
	1978	7	10	7	-	24
	1979	7	4	2	-	13
	1980	13	-	-	-	13
	1981	13	-	-	-	13
	1982	14	-	-	-	14
Pikwitonei	1977	5	-	-	-	5
	1978	4	-	-	-	4
	1979	6	-	-	-	6
	1980	-	-	-	-	0
	1981	8	-	-	-	8
	1982	2	-	-	-	2
Pine Dock	1977	4	-	-	-	4
	1978	4	-	-	-	4
	1979	2	-	-	-	2
	1980	-	-	-	-	0
	1981	1	-	-	-	1
	1982	1	-	-	-	1
Princess Harbour	1977	2	-	-	-	2
	1978	2	-	-	-	2
	1979	-	-	-	-	0
	1980	-	-	-	-	0
	1981	-	-	-	-	0
	1982	-	-	-	-	0
San Antonio	1977	3	-	-	-	3
	1978	-	-	-	-	0
	1979	-	-	-	-	0
	1980	1	-	-	-	1
	1981	2	-	-	-	2
	1982	4	-	-	-	6

School/ Year		Grade 9	10	11	12	Total 9-12
Wabowden	1977	15	15	12	-	42
	1978	26	12	12	11	61
	1979	18	16	14	8	56
	1980	22	15	13	9	59
	1981	13	16	8	8	45
	1982	19	13	12	10	54
Wanipigow	1977	17	12	10	11	50
	1978	21	10	10	7	48
	1979	18	15	10	6	49
	1980	19	16	11	8	54
	1981	21	16	16	7	60
	1982	21	24	9	12	66
Warren's Landing	1977	3	-	-	-	3
	1978	1	1	-	-	2
	1979	-	-	-	-	0
	1980	1	-	-	-	1
	1981	-	-	-	-	0
	1982	-	-	-	-	0
Waterhen	1977	17	-	-	-	17
	1978	15	-	-	-	15
	1979	14	-	-	-	14
	1980	11	-	-	-	11
	1981	15	-	-	-	15
	1982	13	-	-	-	13

TABLE A.1

FRONTIER SCHOOL DIVISION GRADE 9-12 ENROLLMENT
1977-82: GRADE PERCENTAGES OF
TOTAL N TO 12 ENROLLMENT

Year	Grade %				Total Enrollment N-12
	9	10	11	12	
1977	6.0*	3.1	2.4	1.2	5,556
1978	5.5	4.2	2.0	1.7	5,449
1979	5.6	4.4	2.6	1.5	5,189
1980	4.8	4.6	3.0	1.8	5,221
1981	5.5	5.6	3.1	2.4	5,298
1982	5.5	4.4	3.0	2.4	5,608

*For example, in 1977 Grade 9 students made up 6% of the total N to 12 enrollment in Frontier S.D.

TABLE A.2

FRONTIER SCHOOL DIVISION GRADE 9-12 ENROLLMENT
1977-82: GRADE PERCENTAGES OF
TOTAL GRADE 9 TO 12 ENROLLMENT

Year	Grade %				Total Enrollment 9-12
	9	10	11	12	
1977	47.5*	24.4	18.5	9.6	708
1978	41.1	31.1	15.5	12.3	737
1979	40.2	31.1	18.4	10.3	727
1980	33.7	32.4	21.1	12.8	748
1981	32.8	33.4	19.1	14.6	883
1982	36.0	28.7	19.4	15.9	855

*For example, in 1977, Grade 9 students made up 47.5% of the Grade 9 to 12 enrollment in Frontier S.D.

APPENDIX B

Objective 2:

To Identify Trends in Post-Secondary Participation of Frontier Students

Frontier School Division:

Student Grade Point Average (G.P.A.) Data

This report provides a comparison of grade 12 and first year university grade point averages for students who graduated from a high school in Frontier School Division, and who entered a regular session at a university in Manitoba. It also contains a provincial summary. As per MAST policy, this report is to be treated as confidential, and is only sent out once there is on file at MAST a written request by the superintendent or a board designate.

1977/78	# of Students	Gr. XII G.P.A.	1st yr. G.P.A.	Difference
Frontier S.D.	7*	2.92	0.98	-1.94
Manitoba	3253	2.97	2.32	-0.65

*G.P.A. data, however, is only for 5 students.

1978/79				
No data on file	--	--	--	--

1979/80				
Frontier S.D.	9	3.17	1.45	-1.72
Manitoba	2661	2.91	2.42	-0.49

1980/81				
Frontier S.D.	6	3.15	1.74	-1.41
Manitoba	2940	2.93	2.45	-0.48

1981/82				
Frontier S.D.	2	3.34	1.52	-1.82
Manitoba	3336	2.89	2.39	-0.50

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APPENDIX C

Objective 3:

To Identify Factors Affecting Post-Secondary Participation

TABLE C.1

FRONTIER SCHOOL DIVISION
HIGH SCHOOL COURSE OFFERINGS BY SCHOOL
(CORE)

School	Course																												
	English 100	English 101	English 200	English 201	English 300	English 301	Math 100	Math 101	Math 200	Math 201	Math 300	Math 301	Social Studies 100	Geography 101	Science 100	Science 101	Biology 200	Biology 201	Biology 300	Biology 301	Chemistry 200	Chemistry 201	Chemistry 300	Chemistry 301	Physics 200	Physics 201	Physics 300	Physics 301	Computer Awareness 105
Berens River School*	x	x		x		x	x	x						x															x
Gillam School	x	x	x	x	x	x	x	x	x	x	x	x	x		x		x		x		x		x		x				
Grand Rapids School		x		x	x	x	x	x	x	x	x	x		x		x	x	x	x										x
Norway House High School	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x			x								x
Nelson House	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			x	x							x
Nelson House	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x					x						x
Frontier Collegiate Institute	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x			x				x			

*Math 201/301 is offered by correspondence to students at Berens River School.

TABLE C.2

FRONTIER SCHOOL DIVISION
HIGH SCHOOL COURSE OFFERINGS BY SCHOOL
(SUPPLEMENTARY)

School	Course																	
	Art 101	Art 201	Art 301	Accounting 202	Accounting 302	Typing 102	Typing 202	Typing 302	Business 102	Business 202	Business 302	Industrial Arts 101	Industrial Arts 201	Industrial Arts 301	Home Economics 101	Home Economics 201	Home Economics 301
Berens River School					x	x						x	x	x	x		
Gillam School	x	x	x	x	x	x		x							x	x	x
Grand Rapids School																	
Norway House High School	x	x		x	x	x						x	x	x			
Wabowden					x	x	x										
Wanipigow	x	x	x	x	x	x	x	x									
Frontier Collegiate Institute	x	x	x		x	x	x	x				x	x	x	x	x	x

TABLE C.3

GRADE 12 STUDENTS' "DEFINITE" PLANS FOR THE FOLLOWING SEPTEMBER.
COMPARISON OF FRONTIER SCHOOL DIVISION AND THE OVERALL MANITOBA GRADE 12 POPULATION

Plans	1981 %		1982 %		1983 %	
	Frontier	Overall	Frontier	Overall	Frontier	Overall
Get married	4%	5%	2%	5%	5%	4%
Continue in high school	23%	10%	28%	12%	26%	11%
Get a part-time job	15%	22%	16%	22%	9%	23%
Get a full-time permanent job	26%	24%	34%	24%	18%	18%
Go to community college	21%	13%	18%	14%	18%	14%
Go to university	16%	27%	15%	27%	13%	29%
Get post-secondary training other than university or community college	14%	7%	3%	7%	4%	6%
Travel extensively	6%	6%	5%	6%	2%	5%
Do volunteer work	5%	2%	7%	2%	1%	2%

APPENDIX D

Objective 4:

To Identify Strategies To Increase The
Post-Secondary Participation of Frontier Students

TABLE D.1

1981-1983 COMPARISON OF FRONTIER SCHOOL DIVISION
AND OVERALL MANITOBA GRADE TWELVE POPULATION
PEOPLE HAVING SOME INFLUENCE ON STUDENTS' PLANNING*

	1981 %		1982 %		1983 %	
	Frontier	Overall	Frontier	Overall	Frontier	Overall
Parents	69%**	69%	78%	69%	79%	70%
Brothers/sisters	41%	27%	43%	30%	49%	31%
Other relatives	30%	16%	20%	19%	29%	19%
Friends	52%	34%	42%	34%	34%	34%
High school teacher	43%	22%	44%	24%	44%	23%
Counsellor	33%	19%	41%	23%	44%	21%
College/university student	38%	25%	39%	17%	24%	27%
College/university representative	12%	11%	14%	11%	14%	11%
Media people	31%	18%	27%	20%	18%	20%

*The "moderate" and "strong" influence categories were combined into "some" influence.

**Of the total number of respondents for this category (ie. parents having influence), in 1981, 69% of Frontier students indicated parents has "some influence."

TABLE D.2

FRONTIER SCHOOL DIVISION
CIRCUMSTANCES HAVING SOME INFLUENCE ON STUDENTS' PLANNING
BY SEX AND YEAR*

	1981 %		1982 %		1983 %	
	Female	Male	Female	Male	Female	Male
Someone has expressed personal interest in my post-high school plans	48%	34%	62%	50%	56%	46%
Someone has assisted me in finding post-high school employment	30%	20%	31%	35%	26%	29%
Someone provided me with information about post-high school opportunities for continuing training/ education	61%	47%	69%	54%	51%	62%
The present state of employment/unemployment in the country	57%	31%	51%	42%	42%	52%
My desire for a new life style/social life	87%	68%	84%	57%	78%	76%
My desire to live away from home	61%	54%	71%	50%	73%	61%
The reputation of the institution/training I have chosen	69%	40%	62%	58%	53%	48%

*The "moderate" and "strong" influence categories were combined into "some" influence.

APPENDIX E

Frequencies of Response
for Intentions of Grade 12 Students
1981-83

INTENTIONS OF GRADE 12 STUDENTS - 1981-1983
FRONTIER SCHOOL DIVISION
FREQUENCIES

	1981	1982	1983
1. Sex:			
Female	40%	51%	48%
Male	60%	49%	52%
Total N =	60	90	103
2. Academic Average:			
A+	-	3%	5%
A	13%	14%	15%
B	46%	51%	35%
C	39%	32%	40%
D	2%	1%	3%
F	-	-	2%
Total N =	54	90	89
3. Level of Education Completed by:			
Mother			
Grade eight or less	50%	58%	57%
Some high school	27%	23%	28%
High school graduate	14%	6%	3%
Tech/Voc school above high school	2%	5%	2%
Some college or university	6%	2%	7%
College or university degree	2%	6%	2%
Post-graduate degree	-	-	1%
Total N =	52	90	90
Father			
Grade eight or less	49%	71%	65%
Some high school	26%	21%	17%
High school graduate	6%	5%	11%
Tech/Voc school above high school	6%	1%	1%
Some college or university	8%	-	1%
College or university degree	4%	1%	4%
Post-graduate degree	2%	1%	1%
Total N =	51	90	86
How far will you go in school?			
Some high school	2%	-	5%
High school graduate	20%	23%	21%
Tech/Voc school above high school	6%	4%	7%
Some college or university	30%	39%	37%
College or university degree	30%	31%	27%
Post-graduate degree	13%	4%	2%
Total N =	54	90	95

	1981	1982	1983
4. Plans for next September:			
Get married			
No possibility	55%	54%	58%
Little possibility	26%	28%	29%
Moderate possibility	16%	16%	8%
Definitely will	4%	2%	5%
Total N =	55	87	97
Continue in high school			
No possibility	46%	48%	36%
Little possibility	21%	13%	19%
Moderate possibility	9%	11%	18%
Definitely will	23%	28%	26%
Total N =	56	85	99
Get a part-time job			
No possibility	17%	18%	13%
Little possibility	20%	30%	43%
Moderate possibility	48%	36%	36%
Definitely will	15%	16%	9%
Total N =	54	87	94
Get a full-time permanent job			
No possibility	22%	22%	33%
Little possibility	22%	21%	29%
Moderate possibility	31%	24%	20%
Definitely will	26%	34%	18%
Total N =	55	88	98
Go to community college			
No possibility	28%	14%	26%
Little possibility	18%	27%	26%
Moderate possibility	33%	41%	31%
Definitely will	21%	18%	18%
Total N =	57	88	97
Go to university			
No possibility	46%	33%	43%
Little possibility	28%	23%	18%
Moderate possibility	11%	29%	27%
Definitely will	16%	15%	13%
Total N =	57	87	94

	1981	1982	1983
Get post-secondary training other than university or community college			
No possibility	46%	34%	38%
Little possibility	21%	30%	38%
Moderate possibility	19%	33%	20%
Definitely will	14%	3%	4%
Total N =	52	89	81
Travel extensively			
No possibility	33%	24%	41%
Little possibility	35%	40%	39%
Moderate possibility	27%	31%	18%
Definitely will	6%	5%	2%
Total N =	55	87	90
Do volunteer work			
No possibility	32%	36%	44%
Little possibility	34%	39%	36%
Moderate possibility	29%	18%	19%
Definitely will	5%	7%	1%
Total N =	56	87	91

	Number of Times Cited		
	1981	1982	1983
5. Choice of Institution:			
First choice institution			
University of Manitoba	4	4	13
University of Winnipeg	1	2	6
Brandon University	5	13	12
Red River Community College	7	16	11
Assiniboine Community College	8	16	8
Keewatin Community College	7	10	11
Apprenticeship training	3	1	7
2 year nursing diploma at hospitals	-	2	2
Other institutions inside Manitoba	1	1	-
Other institutions outside Manitoba	2	4	4

	Little/No Influence			Moderate/Strong Influence		
	1981	1982	1983	1981	1982	1983
6. Planning for next September:						
A. Influence of people on my planning						
Parents	32%	22%	21%	69%	79%	79%
Brothers/sisters	59%	58%	52%	41%	43%	49%
Other relatives	70%	81%	71%	30%	20%	29%
Friends	47%	58%	67%	52%	42%	34%
High school teacher	57%	56%	56%	43%	44%	44%
Counsellor	68%	60%	56%	33%	41%	44%
College/university student I know	62%	61%	76%	38%	39%	24%
A college/university representative	88%	86%	85%	12%	14%	14%
Media people Books, etc	70%	73%	8.	31%	27%	18%
B. Influence of high school activities on my planning						
Participation in extra-curricular activities	61%	51%	61%	39%	50%	39%
Participation in courses that make me feel that I am prepared with skills for obtaining employment	49%	46%	48%	51%	54%	53%
Participation in courses that make me feel that I am prepared for continuing my education	33%	27%	30%	68%	73%	70%
Participation in physical education classes	60%	58%	60%	41%	42%	40%

	Little/No Influence			Moderate/Strong Influence		
	1981	1982	1983	1981	1982	1983
C. Influence of circumstances on my planning						
Someone has expressed personal interest in my post-high school plans	60%	44%	49%	39%	57%	51%
Someone has assisted me in finding post-high school employment	76%	67%	73%	25%	33%	28%
Someone has provided me with information about post-high school opportunities for continuing training/education	47%	38%	43%	53%	62%	56%
The present state of employment/ unemployment in the country	59%	53%	53%	41%	47%	48%
My desire for a new life style/social life	24%	29%	24%	76%	71%	77%
My desire to live away from home	44%	39%	33%	57%	61%	66%
The reputation of the institution/training I have chosen	48%	40%	49%	51%	61%	50%

	I Would Not Change			I Would Change			I Don't Know		
	1981	1982	1983	1981	1982	1983	1981	1982	1983
7. Effects of events/situations:									
If the general economic conditions of the country get worse	56%	36%	38%	17%	28%	12%	27%	35%	50%
If a large number of people in my chosen occupation became unemployed	24%	29%	23%	51%	47%	38%	25%	24%	40%
If graduates with tech/voc occupations receive large wage increases	51%	53%	55%	22%	23%	21%	27%	24%	24%
If cost of housing away from home is too high	50%	35%	31%	26%	26%	25%	24%	39%	45%
If my parents are unable to provide financial aid for post-secondary	46%	44%	32%	32%	28%	29%	23%	27%	39%
If my desired post-secondary program/training is not available	26%	21%	15%	39%	48%	60%	35%	30%	26%
If advised by parents to take an educational program different from my plans	61%	55%	59%	7%	9%	10%	32%	36%	31%
If advised by high school personnel to take an educational program different from my plans	53%	48%	45%	15%	12%	17%	32%	39%	39%
If I enjoy a new life style this summer, (job, money, car, etc.)	48%	48%	53%	24%	25%	16%	29%	27%	31%
If I cannot find summer employment	47%	40%	33%	24%	19%	26%	29%	40%	41%

	1981	1982	1983
8. Finally, let's summarize:			
Your post-secondary plans for next September could be classified as:			
Undecided about taking post-secondary education	22%	21%	29%
Taking post-secondary education, if things work out	55%	51%	47%
Definitely taking post-secondary education	16%	17%	21%
Definitely not taking post-secondary education	7%	11%	4%
Total N =	58	89	101

APPENDIX F

Frequencies of Response for High School Graduate Interviews

FRONTIER SCHOOL DIVISION
HIGH SCHOOL GRADUATES INTERVIEW
FREQUENCIES

Home Community

	Number of Times Cited
Norway House	2
Cranberry Portage	3
Barrows Junction	1
Gillam	1
Wanipigow/Manitogan	1
Duck Bay	1
Pine Dock	1
Cross Lake	1
Berens River	2
Grand Rapids	1
Crane River	1
Total N =	15

Sex

Male	9
Female	6
Total N =	15

Year of Graduation

1982	5
1983	9
Did not graduate	1
Total N =	15

1. What high school did you attend?

Norway House	2
Frontier C.I.	5
Gillam	1
Wanipigow	1
Berens River	1
Grand Rapids	1
Home Placement	4
Total N =	15

(a) Number of different high schools attended.

One	9
Two	3
Three	2
Four	1
Total N =	15

(b) Is the high school in the student's home community?

Overall - Grade 9-12

No	6
Yes	9
Total N =	15

Grade 9

No	2
Yes	13
Total N =	15

Grade 10

No	5
Yes	10
Total N =	15

Grade 11

No	5
Yes	10
Total N =	15

Grade 12

No	4
Yes	11
Total N =	15

(c) Did you take any time off between Grades 9 and 12?

No	14
Yes	1
Total N =	15

If yes, for how long?

	Number of Times Cited
One semester or less	1

2. How many brothers and sisters do you have?

	Brothers	Sisters
	Number of Times Cited	Number of Times Cited
One	5	5
Two	3	3
Three	3	1
Four	1	2
Five	1	3
Six	2	-
Total N =	15	14

Total brothers and sisters.

	Number of Times Cited
Zero	1
Two	4
Three	3
Five	1
Seven	1
Eight	3
Eleven	2
Total N =	15

Have any of your brothers/sisters continued their formal education after high school?

No	7
Yes	8
Total N =	15

3. Speaking of people in your family, do <u>you</u> have any dependent children?

No	14
Yes	1
Total N =	15

How many?

	Number of Times Cited
One	1

How old are they?

	Number of Times Cited
7 months	1

4. What are you doing now, as your major activity?

	Number of Times Cited
Working full-time outside the home	1
Working full-time in the home	2
Working part-time	1
Unemployed, looking for work	1
Attending school full-time	8
Attending school full-time, working part-time	1
Attending school part-time, working part-time	1
Total N =	15

5. What is your current marital status?

	Number of Times Cited
Single, never married	15

6. Do you know the highest level of education completed by your Mother and Father?

	Number of Times Cited	
	Mother	Father
Don't know	5	7
Grade 8 or less	1	2
Some high school	6	5
High school graduate	-	1
Tech/vocational school above high school completed	1	-
Some college/university	1	-
College or university degree	1	-
Total N =	15	15

Fall 1982:

	Number of Times Cited
Post-secondary participants	3
Non-participants	3
Total N =	6

Fall 1983:

Post-secondary participants	7
Non-participants	8
Total N =	15

Overall:

Post-secondary participants	9
Non-participants	6
Total N =	15

7. Post-Secondary Participants

(a) After high school graduation, what post-secondary institution did you (plan to) attend?

Red River Community College	4
University of Winnipeg	2
Brandon University	1
Regina (R.C.M.P.)	1
Technical Institutes outside Manitoba	1
Total N =	9

(b) Program of studies.

	Number of Times Cited
Arts	1
Business Administration	1
Education	3
Commercial Cooking	1
Underwater Welding	1
Business Accountancy	1
Special Constable (R.C.M.P.)	1

(c) For 1982 graduates only:

Do you plan on continuing this fall (1983)?

No	1
Yes	2
Total N =	3

If no, why not?

	Number of Times Cited
Lack of financial resources	1

Non-Participants

(a) Did you seriously consider continuing your education immediately after high school?

No	2
Yes	4
Total N =	6

(b) What institution(s) did you consider attending?

Red River Community College	1
Brandon University	1
Technical Institutes outside Manitoba	2
Total N =	4

(c) What program(s) did you consider?

Science/Computer Engineering	2
Business Administration	1
Renewable Resources	1
Total N =	4

8. Were there things that you encountered that made it difficult for you to continue your education?

No	5
Yes	8
Total N =	13

Things encountered that made it difficult to continue/reasons for deciding not to continue.

	Number of Times Cited
The prerequisities required by some post-secondary institution courses	1
Family obligations (eg. small children at home)	1
Social cultural eg. difficult to [illegible]	
Finances (eg. cannot afford to go)	5
Employment related (eg. work full-time)	1
No courses that would be useful/relevant to me	1
Not interested enough	1
Institutional barriers (eg. lack of accomodation)	1
Desired courses not available in Manitoba	2
Problem being in wrong stream/lost year	1

9. Do you have any ideas on what might encourage people in your community to continue their education after high school?

No	5
Yes	10
Total N =	15

What ideas?

	Number of Times Cited
Need for more counsellors	4
Need for more information earlier	2
Evening classes in community for an introduction	1
Encouragement from teachers	1
Role models/trail blazers from community	1
More Manpower sponsored programs/ greater financial aid	2
Encouragement from family	2
Students need personal motivation/ confidence to complete high school	1

10. Do you have any plans to continue your education in the future?

No	-
Yes	15
Total N =	15

What plans?

	Number of Times Cited
Attend Red River Community College next year	2
Attend university in a couple of years (eg. after working)	1
Attend University of Winnipeg	1
Will apply to University of Manitoba	1
Plan to study another trade	1
Will attend other post-secondary next year	1
Plan to attend Brandon University in 1984	2
Plan to attend a Technical Institute outside Manitoba	2
Might go on later, after working	1

11. Other Comments

	Number of Times Cited
Frontier School Division staff helpful in applying to post-secondary institutions	2
Post-secondary education important/ worthwhile	2
Student advised by principal: "school not equipped to prepare students for university"	1
Should have taken time off between high school and post-secondary	1

Other Comments. (con't)

	Number of Times Cited
Teachers very helpful about post-secondary/ became interested because of teachers	2
Lost year due to lack of information/ communication between counsellor and student	1
Employment opportunities will be enhanced by post-secondary education	1
Jobs difficult to find, lots of people applying for post-secondary education	1
Post-secondary education needed in order to make use of technology	1